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SYLLABUS
FOR THE
JOB-TRAINING
OF
SOCIAL EDUCATION ORGANISERS
(MEN)

CD 228 (l)

OFFICE OF THE PRINCIPAL, EXTENSION TRAINING CENTRE
21 DEC 1959
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MINISTRY OF
COMMUNITY DEVELOPMENT & COOPERATION
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* Were unable to attend the meeting of the Syllabus Committee.

SYLLABUS FOR THE JOB-TRAINING OF SOCIAL EDUCATION ORGANISER (MEN)

Preamble

The main purpose of imparting this training is that the Development Officers get insight into the nature of duties they have to perform, the problems they are likely to face and their possible solutions. The objectives of the Community Development Programme have recently been re-defined as follows:—

"To promote the all-sided development of the village community, including their economic, political, social, cultural and normal development in particular:

(a) to develop a spirit of community life among the people by promoting cooperation and mutual sharing, leading ultimately to voluntary community ownership of the basic means of production such as land, and fulfilment by the village community of responsibility for the welfare, employment and livelihood of all its members,

(b) to make the village self-sufficient, in the primary needs of life, such as food, clothing and shelter and to promote the development of local area of which it forms part, and

(c) to develop self-reliance in the individual and initiative in the community so that the people are able to manage and run their affairs themselves and make the village self-governing units of the larger Indian democracy.

Six years of experience of the programme has confirmed that the methods of Community Development must be those of extension education. This method jointly with the programme that is being undertaken should promote the objectives stated above. In the scheme of extension education the approach has to be made through the *village family* and *village community*. Put in more concrete terms the task thereto—

A. encourage, motivate and assist *village families* to develop and execute individual farm and home plans which will

increase agricultural production

improve housing, sanitation, nutrition,

improve incomes and general living conditions.

B. encourage, motivate and assist *village communities*, to build up effective panchayats, co-operatives, schools and voluntary adult and youth organisations so that they can help plan and execute programmes which will

1. improve village agricultural production, credit and marketing facilities.

2. improve village health services and practices.

3. improve educational facilities and quality of education, and raise the status and economic well being of the village teacher.

4. provide employment opportunities for the landless labourers and those with small holdings who can at best only partly be employed on the land.

5. motivate all peoples to work together without regard for caste, creed or status, in a continuous effort to rebuild as 'images of India' all its villages.

The objectives should be constantly before those who present this job training course. They should be the constant focus of each department worker, whether administrative or technical, as he takes this course, and as he goes back to work for the advancement of India's rural people.

It should be apparent that if the staff trained in Community Development is successfully to help the nation realise these objectives, it follows logically that in all training and all work in the field the emphasis must be placed on the village family and the village community.

It also follows logically that the progress and achievements of community development must be *measured* against these objectives. We can measure and judge the success of our training and performance in community development only be asking; how well are we helping the *village family* and *village community* to assume an increasing responsibility in planning, organising and executing programmes for continuous growth—economically, socially and culturally?

We have at all times to keep our training, our efforts, our thinking, our tests of performance, fixed upon these goals. The revised syllabus for the training of the Social Education Organisers presented in the following pages is drafted in the context of the objectives mentioned above.

TRAINING PROGRAMME OF SOCIAL EDUCATION ORGANISER (MEN)

I. The main purpose of imparting this training is that the Development Officers get an insight into the nature of duties they have to perform, the problems they are likely to face, and their possible solutions. The objectives of the community development programme have recently been re-defined as follows:—

"To promote the all-sided development of the village community, including their economic political, social, cultural and moral development in particular:—

(a) to develop a spirit of community life among the people by promoting cooperation and mutual sharing, leading ultimately to voluntary community ownership of the basic means of production such as land, and fulfilment by the village community of responsibility for the welfare, employment and livelihood of all its members.

(b) to make the village self-sufficient in the primary needs of life, such as food, clothing and shelter and to promote the development of each village along with the development of local area of which it forms part, and

(c) to develop self-reliance in the individual and initiative in the community so that the people are able to manage and run the affairs themselves and make the village self-governing units of the larger Indian democracy.

II. Social Education has an extremely vital role to play in Community Development as it equips people with the basic skills of reading and writing and with the fundamental knowledge for citizenship, integrates education with reconstruction by promoting individual group and community action for common development and assists in the promotion of social harmony and solidarity and the eradication of social evils.

III. The Community Development work is the responsibility of the entire block team as a whole. But the Social Education Organiser as a member of the team has two fold functions *viz.*,

(a) as a member of the development team; and

(b) his own particular sphere which include the following:—

1. To stimulate the process of community organisation—

(a) by formation of groups such as Women's groups, youth organisations, occupation interest groups, farmers clubs and other groups so that the villagers can participate more effectively in the community development programme,

(b) by organising community centres and

(c) by utilising the existing leadership and stimulating and developing it through training of village people.

2. To organise—

(a) literacy campaigns, literacy classes and post-literacy works.

(b) Training of teachers for literacy and post-literacy work.

(c) Social Education classes for health education and education in citizenship.

(d) follow-up activities.

(e) rural libraries and reading rooms; and

(f) radio listening groups,

and utilise these organisations in the community for the promotion of the above activities.

3. To assist in communication of ideas to the people through use of various Audio-Visual-Aids for effective propagation of the programme of Community Development among villagers.

4. To organise and encourage recreational and cultural activities such as

(a) folk dances, dramas, katha, kirtans, bhajans etc

(b) Exhibitions and melas.

(c) physical activities like games, sports and akharas.

5. To perform administrative duties so far as they relate to the Social Education Programme.

6. In the performance of the above jobs, the Social Education Organiser will work with existing organisations like the Panchayat, the Schools, the Co-operative Societies etc., with a view to promote the programme of Social Education through them and help in their growth.

OBJECTIVE OF THE TRAINING

The revision of the curricula for five months training course for Social Education Organisers is based on the experience of the last five years in the existing training programme as well as the results obtained by trained persons in the development blocks. The objectives of the training of the Social Education Organisers is to make him as effective as possible in the performance of the work entrusted to him in the total programme of Community Development. This implies his imbibing the philosophy of Community Development and making his own contributions to the promotion of the programme in co-operation with other members of the development team.

The syllabus proposed aims at qualifying the worker to fulfil responsibilities in the different areas of the work. The objectives of training should be to give him information and knowledge require to meet his responsibilities and to condition his attitude for more effective performance of his duties. As the period of training is limited to five months the action part is to be emphasised. At the same time, the minimum academic knowledge of social sciences should be well-understood by the worker. Efforts must be directed towards helping him to develop convictions for the effective use of knowledge acquired during the training period.

Even when the practical side of training is to be emphasised, the ability and capacity must not be vaguely and generally developed. The programme and activities should be clearly defined and the role of the worker as an initiator, promoter, organiser, developer and supervisor should be clearly understood. As an initiator and promoter of the new programme, he should have personality, ability of leadership, understanding of situations and capacity to handle individuals and groups. As an organiser he should possess knowledge of prevailing situations and their various implications, contact with persons, resources and ability to organise activity and programme. As a promoter of leadership in the village community he has to know individuals and their ability, positions and status in the community and to guide them to plan and promote the programme of Community Development in the villages with the co-operation of other villagers. In all these duties, he is an enabler of individuals, groups and associations in promoting Community Development. Unless these duties are performed with a measure of efficiency the worker cannot fulfil effectively his role of Social Education Organiser in the C.D. Programme. The objective of training, therefore, should be to help the trainees to function efficiently as S.E.O's.

Selection of the Trainees.—Improper selection of candidates for the post of S.E.O. is one of the major reasons for limited contributions of the S.E.O's in the field so far. In the selection of candidates the following should be strictly adhered to:—

(1) Candidates should be graduates.

(2) They should possess qualities and leadership, initiative, resourcefulness and organisational ability etc., to enable them

to hold their position and status among field workers, and the villagers.

Different Methods of Training.—To achieve the above aims to the extent it is possible within the period of five months, it is necessary to include varieties of activities in the process of training of S.E.O. These may be used in different combinations according to the requirements both of the training and the facilities available at the Training Centres. Some of them are:—

(a) Lectures on the subjects.

(b) Practical instructions at the Centre.

(c) Group discussions and seminars to integrate the information and knowledge acquired during the training and to clear the understanding of the trainees in respect to the role of the S.E.O.

(d) Concurrent field work to be carried in association with individuals, groups and community in the villages and in the vicinity of the training Centre.

(e) Workshop experience to actually carry out work within the training Centres.

(f) Village camp to have a comprehensive experience of life in the village community.

(g) Block field work for a block period to have integrated experience of the Development Programme.

(h) Library reading.

(i) Study groups on the general study of rural life and culture.

(j) Community life at the training centre.

TIME SCHEDULE

Total period of training	5 months—	150 days
I. Sundays	20 days	
Holidays	10 ,,	
Arrival & Departure	2 ,,	
TOTAL . .	32 days	
	Balance —	118 days
II. Village Practicals—other than concurrent field work		
Camp	8 days	
Work in development blocks for a period of .	15 days	
Study tours	15 days	
TOTAL . .	38 days	
	Balance —	80 days or 560 working hrs. at the rate of 7 hours per day.
III. Library—1 period a day	80 working hrs.	
Concurrent Field Work 2 periods a day . .	160 ,,	
Theory	320 ,,	
TOTAL	560 ,,	

LECTURE CONTENTS

Group No. 1	Rural Communities and their characteristics—The Indian Rural Community. . . .	40 hours
Group No. 2	Dynamics of Human Behaviour . . .	40 hours
Group No. 3	Method of working with people . . .	40 hours
Group No. 4	The Panchayat, the School and the co-operation as basic institutions of the community and the role of the voluntary organisations. . .	20 hours
Group No. 5	Leadership Training	25 hours
Group No. 6	Youth Welfare	25 hours
Group No. 7	Social Education—The New Concept . .	100 hours
Group No. 8	Methods and materials of Social Education. .	
Group No. 9	Programme of Social Education . . .	
Group No.10	Administration of Social Education Programme. .	20 hours
	TOTAL . .	310 hours.

In addition to these lectures, it is proposed to give a selected number of lectures (approximately 10) on rural economics recapitulating the items taken in the Orientation Training Programme with special reference to rural Economics and its social implications. These lectures should include some of the following subjects:—

(1) Influence of economic factors on Social development in rural community.

(2) Economics of primary occupation.

(3) Agricultural Economics.

(4) Economics of secondary occupation.

(5) Role of small scale industries.

(6) Changing pattern of economic development as a result of the two Five Year Plans.

Group 1 40 hours

(a) *Rural Communities and their characteristics*

Concept of community—what is a rural community—types of rural communities—village as a rural community.

Family—its place in the rural community.

Types of stratification—mode of control—role of traditions and of authority of elders—formal and informal modes of control.

Factors leading to social change and the impact of change.

Changes in ideas—changes in economic pattern—mode of communication—cultural impact—urban rural influence and Relationship between Technological development and Modes of Habitat.

(b) *The Indian Rural Communities*

Types of villages.

Marriage and Family.

The caste system—its social and economic aspects.

The Panchayat.

The Role and status of women.

Religious customs and festivals.

Impact of centralisation of the administration and reorganisation of land tenure of Indian Village.

Impact of industrialisation and urbanisation.

Group 2 — 40 hours

Dynamics of Human behaviour

(a) Concept of basic human needs—importance of their fulfilment—effects of deprivation.

(b) Process of socialisation—Individual and the group—their relationship—individualisation versus socialisation.

(c) Psychology of change—forces making in confirmity—sources of change in the social framework and in the individual—implications of change to individual in different positions—age, sex, income, caste, status etc.

(d) Attitude of rural people—rural personality—role of religion—role of traditions etc.

(e) Motivation of social activities in rural community.

(f) Sex problems, mental development and general mental health.

(g) Mental anxieties and emotional strain in rural society.

(h) Causes and consequences of anti-social conduct in the rural life.

(i) Promotion of mental hygiene programme in rural areas—creation of opportunity for self-expression, character formation and co-operative living.

Group 3 — 40 hours

Methods of Working with people

(a) Method of working with individuals in the village community.

Importance of recognising the individuality of the villagers—need to understand every villager—methods of developing rapport—the nature of relationship with the individuals methods of giving assistance—methods of relating the individual—villager to the community and the groups.

(b) Method of working with groups.

Role of social groups in the development of individual and community—formation of groups—nature of inter-action and inter-relationships—education through groups participation—different programmes of groups including recreations, informal education and community services—role of indigenous leaders—role of the worker as an enabler—nature of supervision and guidance in small groups.

(c) Methods of working with organisations in the village community;

Role of community and community organisations in the development of individuals and the groups. History of Community Organisation movement—concept of community organisation as an organisation of the community—inter-group and intra—group relations in promoting community development principles of community organisation—method of community organisation including survey, study, planning, group thinking, group action, public education, public relation, publicity and evaluation, role of voluntary organisations—role of statutory organisations, duties and functions of the representatives of the village community and the role of the worker.

(d) Social investigation as a method of work—introductions to the method and techniques of social survey—collection of data—aims of selecting suitable samples—analysis of data—interpretation of dealings—relating the findings to the development programme.

Group 4 — 20 hours

The Panchayat, the School and the Co-operatives as basic institutions of the rural community and the role of the voluntary organisations

(a) Promotion of panchayat as a Central Community Organisation:

History of Panchayat and their role in the modern set up—understanding of the modern panchayat act—understanding of the administrative procedure—different responsibilities of the Panchayat—Role of the panchayat in promotion of C.D. Programme—nature of activities can be under-taken—co-ordinating role of the Panchayat—methods of organisation of the programme under the auspices of the Panchayat—the use which the Panchayat can make of the various associate organisations through its sub-committees the educational role of the worker in promoting the activities of the Panchayat.

(b) Promotion of economic organisations such as co-operatives:

Co-operatives as Central economic organisations—nature of their organisation—educational role of the co-operatives—Social Services programme through co-operatives.

(c) Role of the school in promoting education Programme in the Village:

Promotion of primary education among boys and girls—enrolment of non-school going children to the school—providing educational facilities for children who cannot attend school due to economic reasons—promotion of middle and higher education wherever facilities exist—promotion of literacy classes—reading rooms and libraries—organisation of school as a community centre during non-school hours.

(d) Role of voluntary organisation such as

Youth organisations, farmers organisations, occupation organisations, interest organisations, women's organisations, recreational and social organisations as associate organisations in the development of villagers and the village community—role of youth organisations and the method of forming them —role of the farmers organisations—role of the women's organisations—role of the Social and Cultural Organisation —role of interest groups.

(e) Community Centres as multi-purpose organisations providing facilities of education, cultural and economic development with active participation of the villager in its organisations.

Group 5 — 25 hours

Leadership Training

(a) Concept of leadership in a democratic society:

Emphasis on functional leadership and service leadership as against status leadership and authoritation leadership and how it emerges out of this disorganisation of democratic set up.

(b) Leadership that prevails in different social groups—factors supporting the leadership in the rural areas nature of conflict—prevailing common core of village interest and how to develop leadership around common interests—nature of leader in the village panchayat—nature of leadership in the Block Development Committee. Role of representatives of People in the Panchayat and in the Block Development Committee.

(c) Role of the indigenous leaders in planning, promoting, interpreting and evaluating the programme methods of securing co-operation from the people—methods of harnessing—their co-operation constructively—need for maintaining certain higher values in public work.

(d) Role of the worker in promoting indigenous leadership—differenciation between the role of the worker and the role of the representative leader—nature of co-operative partnership between the worker of the peoples representatives—conflict in the relationship and the method of solving this con flict.

(e) Organisation of Gram Sahayaks Training Camps.

Planning of the village camp and deciding on the emphasis of the programme—cooperative effort of extension workers in the

organisation of the camps—basis of selection of Gram Sahayak—selections of a suitable place for the camps—use of camp life for understanding needs of the villagers and their expectation by the development workers—planning of lectures and demonstrations—use of audio-visual aids—use of group discussions—emphasis on education through participation—follow up of trained Gram Sahayaks in relation to various community organisations in their respective villages.

Group 6

25 hours.

Youth Welfare

(a) Objective and purpose of youth programme.

(b) Development of Youth through different stages of growth.

(c) Need of rural youth—normal and needy.

(d) Social Problems of youth—problems of education, vocational training and guidance—gainful employment, marriage etc.

(e) Role of group life of the Education of Youth.

(f) Programme of youth welfare—

(1) Economic programme including the projects in Agriculture, Animal Husbandry and village industries etc.

(2) Social & Cultural Programme.

(3) Community Services including Sharmdan, village sanitation, co-operation in running of the village library and reading rooms and in any other services.

(g) Leadership training for community services—importance of maintaining harmony of interest in the community—understanding relationships in the community—understading the prevailing leadership—developing leadership through common interests—importance of developing a sense of belonging to the community—importance of developing democratic ideals in youth—preparing youth for more effective contributions in Community Development.

Group 7

30 hours

Social Education—The New Concept

1. History of Social Education in India:

(a) Traditional education and cultural activities of the nature of Social Education in India.

(b) History of the development of adult education in the modern period.

(c) Emergence of the new concept of Social Education.

2. Comparative study of adult Education.

(a) A broad outline of Adult Education in other countries such as U.S.A., U.K., China, Sweeden and Denmark showing the scope, methods and programme of adult education in these countries.

(b) Comparison with the Social Education Programme in India.

3. Aims, meaning and content of Social Education.

4. Adult Education, Mass Education, Community Education, Basic Education, Fundamental Education and other similar terms; the scope and content of each and comparison with Social Education.

5. Social Welfare, Social Work and Extension:

The scope and content of each and comparison with Social Education.

Role of Voluntary Organisations in promoting Social Education Programme.

6. Methods of Social Education: A broad statement of different types and their uses (refer to group VIII).

7. Agencies of Social Education.

8. Syllabus for Social Education Classes:

(a) Education for Citizenship: Broad principles of social justice on which our constitution is based—Broad Outline of the Government of the country—Rights and duties of citizens—Group thinking and group action as part of citizenship organising Sessions to discuss current news and their significance—Our role in World affairs.

(b) Health Education: General health problems in India—Water supply, Sanitation, Environment and personal hygiene, housing and planning of villages—rural medical relief and antiepedemic measures—common diseases and their prevention—maternity and child welfare.

(c) Everyday Science: Use of science and technology in every day life—Creating an aptitude for Science and its application for the improvement of life.

9. Adult Psychology: Importance of understanding adult psychology for effective promotion of adult education programme—Elements of Adult psychology.

Group 8 30 hours.

Methods and Materials of Social Education

1. Formal and informal methods of Social Education.

2. Learning by doing and activity methods.

3. Social Education through Group Activity.

(a) Organisation of groups around interest; Use of informal and voluntary groups.

(b) Method of attracting participation in the activities—Method of maintaining interest of the participants—importance of direct contact and personal interest.

(c) Development of fundamental leadership among participants.

(d) Group discussions as a method of Social Education.

4. Audio-Visual Aids:

(a) Audio-Visual Aids and their importance in Social Education and the Community Development Programme.

(b) Educational principles involved in the use of audio-visual aids.

(c) Different kinds of audio-visual aids.

(d) Techniques of preparation and use of simple audio-visual aids—posters, charts, graphs, flash cards etc.

(e) Working of audio-visual aids such as the cinema projectors, epidiascope, generator, amplifier, public address system, tape-recorder, camera etc.

(f) Selection of suitable aids according to the needs of programme and the level of audience.

(g) Organisation of the programme—importance of making advance preparation in the use of audio-visual aids organisation of the programme—Handling of the audience—emphasis on educational contribution—Method of harnessing the enthusiasm in educational interests—importance of follow up through group discussion and individual contact.

5. Method of survey and determination of felt needs—Method of inducing new needs through the programme of informal education.

6. Method of harnessing the energy and interest generated through recreational and cultural activities in the promotion of education of participants in particular and promotion of Community Development Programme in general.

7. Teaching materials of special use and effectiveness in the various major fields of Social Education—The S.E.O.'s 'kit' of teaching aids—Place and agencies from where various types of teaching material is available.

Group 9 40 hours.

Programme of Social Education

1. Social Education and literacy classes and campaigns.

(a) The problem of literacy in India—the importance of literacy.

(b) Organisation of Social Education and Literacy Classes. Methods of literacy. Selection of suitable method. Selection of primers for readers. Supply of material. Prescribing records and returns. Supervision and guidance. Tests and examinations. First and second stages of literacy. Standards to be attained

(c) Organisation of literacy campaigns: Lessons from the literacy campaigns in other countries and those organised in our own country in the past.

(d) Organisation of follow-up activities with a view to preventing relapse into illiteracy and ignorance and to assure continuance of further progress. Different follow up activities.

(e) Training of teachers for Social Education and literacy classes.

(f) The emerging concept of Adult Schools—some experiment in Adult Schools.

2. Libraries and Reading Rooms.

(a) The library structure in the country and the role of libraries in the rural societies.

(b) Organisation of rural library service—Co-ordination of available resources under voluntary and statutory organisations.

(c) Organisation of reading groups and study circles—Promotion of the study of the great books of our culture—modern literature regarding the development plans of the country.

(d) Supervision of libraries and reading rooms.

3. Education of parents: Educating parents on the importance of sending their children to school—and particularly on the need of educating their daughters—emphasising the duty of parents to supply the necessary educational equipment to children in time.

4. Informal Education through cultural programmes:

(a) Organisation of recreational and cultural activities like Bhajans, kirtans, folk songs, folk dances, folk arts.

(b) Dramas and their contribution to Social Life—Rural stage and open-air theatre.

(c) Organisation of cultural melas.

(d) Development of aesthetic sense. Use of the fine arts in social education.

(e) Organisation of promotion of Social activities, fair and festivals—Religious festivals—Their original significance and cultural values—Reorientation and reorganisation.

5. Management of village radio set and information of listening groups.

6. Informal education through recreational activities:

(a) place of recreation in informal education—Recreation for promoting the process of socialisation and Community solidarity.

(b) Organisation of physical welfare activities. Games, sports, Mass drills, trips and excursions.

7. Organisation of activities for profitable use of leisure.

8. Family Planning.

NOTE:—Total number of lectures in Group VII, VIII and IX come to 100 hours. They may be adjusted according to the requirements of the class and the centre.

Group 10 — 20 hours

Administration of Social Education Programme.

1. Administrative responsibilities of the S.E.O.

2. Preparation of schemes for the promotion of Social Education Programme in the Block.

3. Method of keeping administrative records, Registers, Minutes, Books, Weekly, Monthly, Quarterly and annual Records.

4. Method of handling funds—provision of the budget first and second phase of the C.D. programme, its break-up Purchase of equipment, keeping of accounts—Auditing and accounts.

5. Method of maintaining good public relations with the Public as well as with the co-workers.

6. Organisation of Information Centre at the Block Headquarters—Its importance and usefulness—Sources of getting literature—techniques of display and publicity Importance of creating a machinery of utilising the facilities of the Information Centre through the meetings of the Block Development Committee of other associate groups formed in the Block, Planning systematic visits to Centres from time to time.

7. Publicity—How to plan the publicity programme for the promotion of Community Development, Use of suitable methods for publicity—posters, handbills, announcements, personal contacts, film shows, dramas etc.

Danger of misuse of publicity for self-propagation.

Danger of giving too much of emphasis on publicity and devoting too much time of the S.E.O.

8. Method of evaluating the work of Social Education.

9. Supervision of Social Education Programme. Supervision as an enabling process—Supervision of V.L.W.s and other development workers in the promotion of Social Education activities.

Supervision of voluntary workers in the organisation of Social Education activities.

Supervision of voluntary groups and statutory organisations in promotion of Social Education activities.

10. Role of the education and Social Education sub-committees of the Block Advisory Committee—The responsibilities of S.E.O. to act as the Secretary of this sub-committee—Method of securing Co-operation of the representatives of the Community in the promotion of Social Education Programme.

Practical Work at the Centre

Efforts are made to indicate the nature of practical works that can be effectively organised at the Social Education Organisers' Training Centre. This list is only indicative:

1. Preparation of lessons for adult literacy centre.
2. Preparation of audio-visual aids for adult literacy centre, including charts, posters, flash cards, wall news sheets.
3. Preparation of wall news-sheets for adult literacy centre.
4. Organisation of lessons in adult education.
5. Organisation of lessons in book-review.
6. Preparation of visual aids to help talks and discussions in general.
7. Preparation of books, posters, charts, flash cards, puppets for different uses.
8. To learn the use of audio-visual aids including films, film strips, magic lanterns.
9. To prepare a list of equipment for a mobile exhibition.
10. To prepare plan for community centres.
11. To prepare list of charts, furnitures and other equipments for information centre.
12. To prepare charts and other audio-visual aids, equipments for information centre.
13. To prepare duty list of the village Panchayat.
14. To prepare constitution of farmers' association.
15. To prepare constitution of youth organisations.
16. To draft, guidance circulars to different field workers for the promotion of Social Education Programme in the block.
17. To organise one hour programme for rural broadcast.
18. To prepare a questionnaire for social economic survey.
19. To prepare sample registers for the records of different activities.
20. To prepare a plan for the organisation of the Gram Sahayaks' Camps.
21. Demonstration in kitchen, gardening and poultry keeping.
22. Demonstration in various agricultural practices.

Programme of Concurrent Field Work

Efforts are made to indicate the nature of field work programme in villages that can be effectively organised by the trainees. This list is only indicative:

1. Organisation of literacy centre in the village.
2. Organisation of reading room.
3. Organisation of library.
4. Organisation of study groups.
5. Participation in the activities of community centre.
6. Organisation of literacy campaign.
7. Organisation of literacy mela.
8. Holding of examination of literacy centre.
9. Organisation of cultural mela.
10. Organisation of seminars for the members of the youth association.
11. Organisation of seminar for the members of the farmer association.
12. Organisation of seminar for the members of Panchayat.
13. Organisation of seminar for the school teachers.
14. Organisation of farmers' rallies.
15. To organise youth rallies.
16. To organise study tours within the block.
17. To organise recreational and cultural activities in the village.
18. To develop social education activities in the schools.
19. To use school as a community centre.
20. To associate in the organisation of Gram Sahayaks Training Camp.
21. To associate in the organisation of the Orientation Training.
22. To organise radio listening groups.
23. To organise maintenance of radio sets.
24. To organise farmers' forums.
25. To organise a film show.
26. To organise an art class for village children.
27. To organise craft class for adults.

28. To organise sharmdan in the village to participate in shramdan.

29. To organise social service camps.

30. To undertake socio-economic survey in the village.

It is not possible for any one trainee to organise all these activities. Selected items be entrusted to each of the trainees. In organisation of these they may be encouraged to share the experience of individual activities with other classes.

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